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ABSTRACT

This teaching module is the first in a cluster which will familiarize participants with the most common methods and materials used in teaching reading in Spanish. Upon completion of this module, participants should be able to (a) describe at least two methods of teaching reading in Spanish, (b) apply the corresponding techniques of each of the above to a teaching-learning situation, (c) identify the advantages and disadvantages of two other methods that may be used in teaching reading in Spanish, and (d) teach a reading lesson. Participants complete a preassessment test, choose tasks from a list of instructional activities, and conclude the module with a postassessment test. Appendixes include an outline for a daily lesson plan, and articles entitled "The Teaching of Reading in Spanish," and "On the Teaching of Reading in Spanish for the Follow-Through Program." (PB)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT

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MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS

TTP 002.14 METHODS FOR TEACHING READING IN SPANISH

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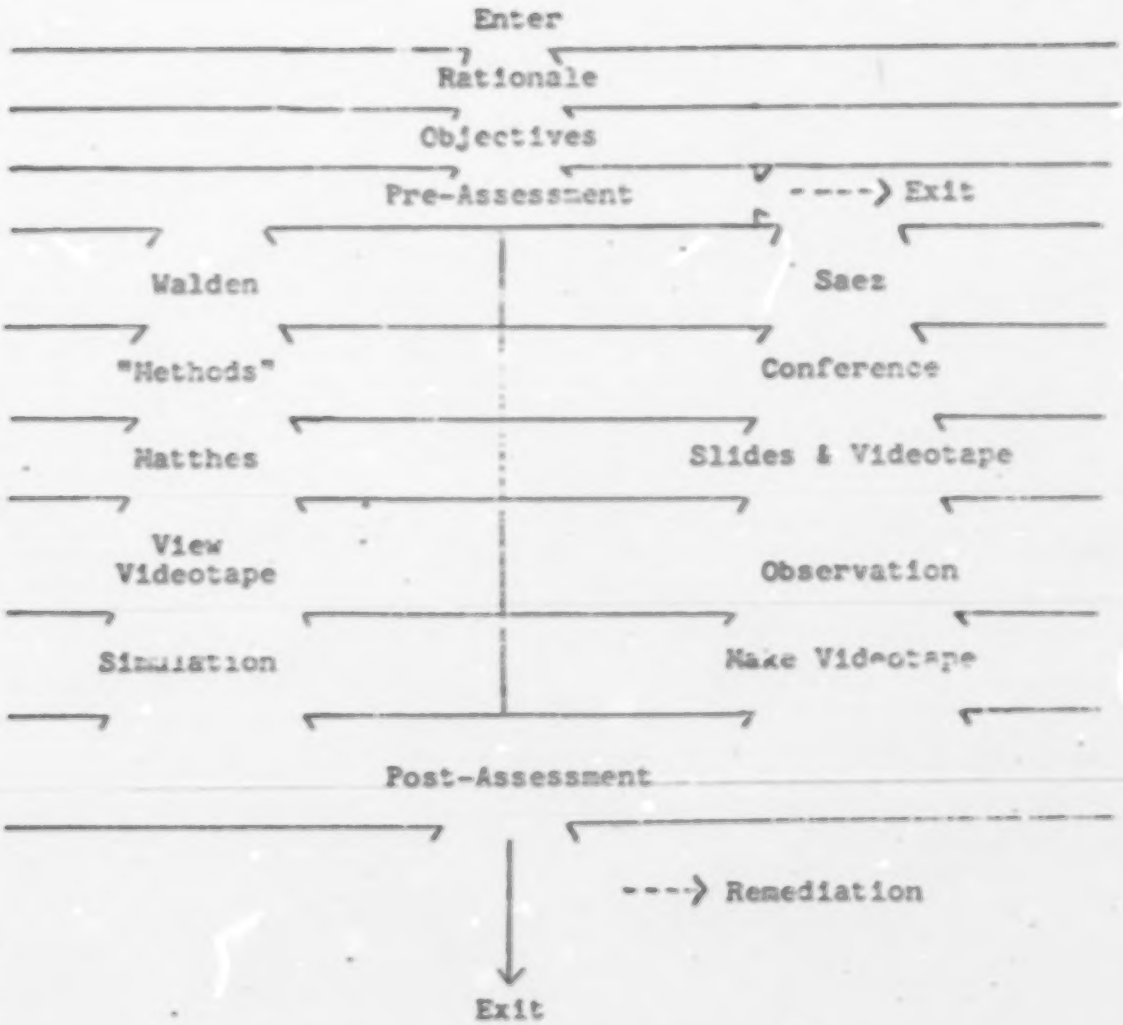
METHODS OF TEACHING READING IN SPANISH



RATIONALE

Having a good knowledge of one's language gives us an advantage in acquiring a second language. Spanish-speaking children in a bilingual situation will become better equipped to deal with reading and writing skills in a second language if they are proficient in these skills in their own language.

This module cluster will familiarize you with the most common methods and materials used in teaching reading in Spanish. Although some basic methods are emphasized at first, as the unit unfolds other methods in reading are included.

Since every child has his own rate and way of learning, it is advisable that you familiarize yourself with various methods and choose what best suits your particular situation.

PREREQUISITES

No specific prerequisites are needed for this cluster. However, it will help if you know how to prepare a lesson plan in reading. In case you do not know, an activity is provided to guide you.

OBJECTIVES

After completion of the readings and activities designed in this module and without the aid of reference materials you will be able to:

- describe at least two methods of teaching reading in Spanish
- apply the corresponding techniques of each of the above to a teaching-learning situation
- identify the advantages and disadvantages of two other methods that may be used in teaching reading in Spanish
- teach a reading lesson on a level of your choice

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise.

Directions: Answer the following questions according to the directions noted in each:

I. Name and describe the methods your are familiar with in teaching reading in Spanish.

II. Describe at least three activities you could use with each method described in I.

INSTRUCTIONAL ACTIVITIES

1. Read: "The Reading Process" in Carl J. Walden's Competency in Teaching Reading, pages 8-9.

   or

   "El proceso de lectura" in Antonia Saez' La lectura arte del lenguage, pages 25-41.

2. Read: "Methods of Reading in Spanish," a reading included in the module.

   or

   Arrange for a conference on the theme with the module corrdinator.

3. Read: How Children Are Taught To Read by Carole Matthes. Professional Educators Publications, Inc. Lincoln, Nebraska. 1972, pp. 9-71.

   or

   Observe the slides "The Global Approach in Teaching Reading" and the thirty-minute video-tape "The Phonetic Approach in Teaching Reading."

4. Observe the thirty-minute video-tape "The Montessori Approach in Teaching Reading."

   or

   Observe a teacher in the primary grades using the Montessori Approach. Make arrangements with the module coordinator for this visit.

5. Prepare a reading lesson using one of the approaches in teaching reading with at least three different activities to teach reading. If you need a model, follow the example given. Either role-play it to the module coordinator or if possible prepare a real situation in your classroom and discuss it with the module coordinator.

Make arrangements to video-tape one of your classes in reading using one of the methods already mentioned and discuss it with the module coordinator.

Optional:

1. Read: "The Teaching of Reading in Puerto Rico," in The Reading Teacher, December, 1962.

2. Read: "Adaptación al español de 'A Reading Scheme for English'" by the Bilingual Bicultural Curriculum Team, included in the module.

3. Make arrangements to visit a reading teacher who uses any of the methods mentioned above. Discuss your observations with him/her.

4. Form a discussion group with other people working with this module and discuss the methods in teaching reading and their applicability to the Spanish-speaking child.

POST-ASSESSMENT

I. Fill in the following chart:

Methods used in teaching reading in Spanish	Brief description of each	Advantages	Disadvantages
1.			
2.			
3.			
4.			
5.			

II. Describe two of the above mentioned methods in detail.

III. Choose one of the methods described above. Write a simple lesson plan for a reading class in the level you prefer.

Competency will be certified when the module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

APPENDICES

Outline of a Daily Lesson Plan

Objective(s):
(What do you wish to accomplish?)

Materials:
(What special materials do you need to accomplish your objectives?)

Procedure:

A) motivation of the children; they should know what they are doing and why

B) introduction of the new material

C) some kind of oral or written evaluation to determine if you have accomplished your objectives

Sample Daily Lesson Plan

Objectives:

After learning the bilingual song "Pollito Chicken" the child will be able to tell the English words for the following:

pollito
gallina
lápiz
pluma
maestra
piso
ventana
puerta

Materials:

Pictures of the above-mentioned words

Procedure:

A. Teacher will show the pictures to the children one at a time. Children will say in Spanish what is in the picture. If some children know the word in English. they will be encouraged to say it.

B. Teacher will sing the song and at the same time show the pictures that correspond to the words in the song. The whole group will sing. Smaller groups will sing. Individual students will sing.

C. Children will take turns showing the pictures to the class as they sing the song. Some of them will show the pictures to the class and tell the words in Spanish and in English.

The Teaching of Reading in Spanish

Dr. Norma Rodriguez

A. The global or analytic approach to teaching reading in Spanish

The most common method used to teach reading in Spanish is the global method. It has been demonstrated through the years that it is effective with the greatest majority of the children. When used to analyze experience charts, it gives the child the opportunity to make his experiences part of his own learning situation. It makes the reading process a more sensible way to learn.

It has been said that the best method to teach reading in Spanish is the phonetic or synthetic method. Many believe that the Spanish alphabet is phonetic, or that each letter stands for a sound. To find out the limitations of this statement the reader has only to examine the initial sound in the following words: "casa," "cine." Analyzing the alphabet, one finds many cases in which we write words differently from the way we pronounce them.

1. The vowel sounds change very little and only to an individual and regional extent.

2. The vowel sound "u" in "que, qui, que, qui" is silent.

3. The sound of "c" is like "k" when it is followed by the vowels "a, o, u" and like an "s" when it is followed by "e, i."

4. The "h" is silent.

5. The "g" sound when followed by "e, i" has a soft sound as in "gema, gitana." When followed by "a, o, u" it has a strong sound as in "goma, gusta, gala."

6. The "r" has different sounds depending on its position in the word. As an initial consonant it has a strong sound as in "rosa, raton." If it is as a middle or final sound it is soft as in "ajoro, arista, anar."

7. The "y" has different sounds according to its position in the word. In an initial or middle position, it has a strong sound as in "yuca, maya, arroyo." As a final sound or when it is used alone it has a soft sound as that of "i" as in "y, ay, maguey."

8. The "z" is pronounced like an "s."

9. We write letters that are never pronounced as the "t" in "istmo," the "j" in "reloj," the "p" of "septimo," the "b" in "obscuro" (the last two are accepted in writing situations as "setimo" and "oscuro").

10. Some sounds are represented with t letters as "ll, rr, ch."

11. Sometimes the same sound is written differently as in "Gina - jiba, gema - Jesús, avena - beso, cabe - vino."

12. Some words are pronounced with some sounds that do not belong to it as in "album" (pronounced "albun"), "lluvia" (pronounced "yuvia").

13. The consonant sounds "b, d, f, l, m, n, ñ, p, q, s, t, w, x," change very little in pronunciation.

The student working with the Spanish alphabet will probably find some other observations that can enrich the above mentioned list. These exceptions turn into difficulties to the child who is learning to read in Spanish. It is not clear to him why he has to write things in a different way than he hears them, so he will tend to write words like "avena" with a "b" (abena). These difficulties have to be attacked as specific reading skills to be taught.

B. One way to introduce the global method in teaching reading in Spanish

Any learning situation is more meaningful when it is based on the students' experiences. Experience charts are suggested for use in beginning reading. The vocabulary used for writing them can be either chosen freely by the students or controlled by the teacher according to the needs of the students or groups. Controlled vocabulary can be chosen from the reading books of the students or ordered in sequence according to the needs of the students after the diagnostic test. Here are the steps to follow.

1. After a meaningful experience, such as a field trip or playing with an animal, students will express their ideas as the teacher writes these on the blackboard. It is important that the teacher writes what the child dictates so he sees the relationship of the spoken to the written word. If the teacher is introducing a controlled vocabulary, a picture or drawing may help to create an interesting situation.

2. The teacher will read the whole experience chart to the children. This step reassures the child that the teacher wrote what he dictated and gives an aural input to the vocabulary being taught.

3. Small groups and individuals read the unit.

4. The teacher presents the reading unit to the children in a chart and they compare the sentences, phrases, and words from the chart with those on the blackboard.

5. The chart is cut into the different sentences and these are compared again with the ones on the blackboard. The teacher should cut the sentences in order and in front of the students.

6. Sentences are divided in phrases, read by the students, compared with those on the blackboard and rearranged in order.

7. Phrases are divided in words and the same process is repeated,

8. Words are divided in syllables.

9. From the syllables the teacher could go on to phonetic analysis of some sounds and form some derived words. (This step is using both the phonetic and global methods.)

10. The whole unit is formed again and read.

When the teacher wants to cover a controlled vocabulary from reading books or some other vocabulary he has chosen, the same steps can be followed. When reading from the book the global method gives the student the feeling of success; they feel capable of "reading" even when sometimes they are just repeating by memory. Visual memorization is a helpful step in aiding the student to build his own independence and confidence in reading.

C. One way to use the Phonetic Method in Teaching reading in Spanish

A second method very commonly used in the teaching of reading in Spanish is the phonetic approach. Some teachers use it with preference to any other method. Some others compliment the global method with phonics. It is preferred by many teachers to remediate reading difficulties and in teaching reading to educable mentally retarded children. Experts in the field of reading do not recommend the method

for children younger than seven years old and certainly not until children have a reasonable sight vocabulary.

Steps in teaching reading using this approach in Spanish could be the following:

1. Vowel sounds: a, e, i, o, u

2. Syllables composed of a consonant followed by a vowel (sílaba directa) c & v. Ex. "ma" as in "mama"

3. Syllables composed of a vowel followed by a consonant (sílaba inversa) v & c. Ex. "es" (Many children tend to read it "se").

4. Syllables composed by a consonant-vowel-consonant (sílaba trabada) c & v & c. Ex. "mar" as in "amar."

5. Syllables composed of a consonant and two vowel sounds (diptongo) c & v & v. Ex. "ia" as in "magia," "ie" as in "hielo."

6. Syllables composed of two consonants followed by a vowel (sílaba líquida) c & c & v. Ex. "bri" as in "brisa" "gra" as in "grama."

7. Some other difficulties that may interfere with the reading process when dealing with individual students.

D. Some other methods used in teaching reading in Spanish.

1. The verse or rhyme method is a combination of the global and phonetic methods. It was used as the reading method thirty years ago in Puerto Rico. A book of rhymes was distributed among the teachers including rhymes as:

   Mama mía, mama mía
   Bésame, bésame, todos los días.

   The analysis was done following the global method.

2. The alphabet method consists of having the child learn the alphabet by heart and then combining the letters to form words.

3. The "learning to read by writing" follows the kinesthetic approach. The teacher tries to teach reading by having children outline or draw the letters or words. After a great deal of practice he acquires certain vocabulary

that is later used to form phrases and later sentences and paragraphs. It is a long, painful process that gives very good results with children with serious reading problems.

4. The onomatopeyic method. The children learn to read by using the sounds he hears; the tic-toc of the clock, the bow-wow of the dog, etc.

"ON THE TEACHING OF READING IN SPANISH FOR THE FOLLOW-THROUGH PROGRAM"

Prepared by: Olga S. Mon

Date : December 15,1971

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OLGA S. MON

"...Any child who brings to school a six-year old's mastery of one of them (the world's languages) comes equipped with a learning tool that millions of adults strive vainly to acquire later in life. To ignore the child's priceless possession, to despise it through our own ignorance, or to truncate its natural development and refinement by denying its use as a medium of formal instruction is, in the writers' view, not only short-sighted and inefficient; it is an educational crime."

Bilingual Schooling in the United States

by Theodore Anderson & Mildred Boyer

INTRODUCTION

"It is axiomatic that the best medium for teaching a child is his mother tongue" 1

As early as 1953, a committee of international educators convened by UNESCO reached the above cited conclusion. It is a fact proven experientially beyond a shadow of doubt, and confirmed repeatedly by many authors, that a child learns best when taught in his native language.

All currents of thought on the subject agree that a cultural background oriented toward identifying the youngster both with himself and with his social group, should be united with the teaching of the language itself and also with the fundamental subjects taught in the vernacular. The results of this method have been most encouraging -- not only insofar as academic progress is concerned, but also with respect to the facility and rapidity with which the child learns English as a second language.[2]

Bilingual education in the United States, though not a new pedagogical trend (as it dates from the end of the XIXth century), has in recent years been affirmed and consolidated. Since 1963, much experience in bilingual education has been gathered from programs all over the nation: in the Southwest with Mexicans, in the Southeast with Cubans, and in the East with Puerto Ricans. All of these serve to demonstrate concretely that the teaching of Spanish prior to English is exceedingly more beneficial for

the native Spanish-speaking child "because Spanish has a much better writing system than English (i.e., the writing system matches the sound system)."[3] Equally illustrative of this point is the following quote: "Speakers of Spanish can master reading and writing very quickly and can begin to acquire information from the printed page more easily and at an earlier age.."[4]

Turning now to a consideration of Hartford in particular, two facts are undeniable. First, the Follow-Through Program for Early Childhood Education is utilizing with great success the procedure developed by Miss Muriel Dwyer for the teaching of reading in English. This special method, which originated in London, was developed according to the principles of Dr. Maria Montessori. Secondly, the Bilingual Program, which has just this year come into existence (1971-72 school year), is obliged to seek the shortest possible path of teaching reading in Spanish to the Puerto Rican and South American children in Hartford -- who presently constitute one-fifth of the school population.

The consequence of the latter two events has been an effort to adapt Miss Dwyer's "Reading Scheme for English" to Spanish... the completion of which is the object of this paper.

- -

This attempt to adapt an English method of teaching reading, based on the principles of Dr. Maria Montessori -- who dealt with Italian (a language derived from Latin, and phonetic like Spanish) -- to the Spanish language, may appear a bit strange. Couldn't Spanish be taught in Hartford as Italian is taught in the Montessori schools in Italy, or as Spanish is taught in Madrid, Buenos Aires or Mexico City? Without a doubt; but there are two factors occurring coincidentally right here and now in Hartford, and in the Follow-Through Program, which may explain the necessity for this adaptation: the successful use of Miss Muriel Dwyer' Reading Scheme for English and the origins of a Bilingual Education program, which cause a series of questions to arise in the teaching of both languages... all of which has led local educators to consider an adaptation of Miss Dwyer's special procedure to Spanish.

Besides the inherent advantages of the Reading Scheme, there is another point of extreme value: a parallel path for the teaching of reading in English later may subsequently be drawn from it. For when a child comes to school in possession of a language which is not English, he "deserves an opportunity to learn reading and writing in his language ... and just as in the case of the English-speaker, reading and writing in the dominant tongue (Spanish in this case) should be the prime objective of his first year at school."[5] Another well-versed writer on the subject of reading-readiness in the dominant language is Sarah Gudschinsky, who lists the following features as essential.

1. Comprehension of what constitutes reading;

2. Acquiring of "aural-oral" skills;

3. Acquiring of visual skills;

4. Development of manual skills;

5. Development of an advanced, nearly adult level of the individual's control of language structure, assimilation of vocabulary and ability to read with understanding.

When the student attains this level in his learning process, i.e., when he has mastered reading in Spanish, it is the appropriate time to begin ESL classes in reading and writing -- presuming that the ESL process has been initiated orally since the first day of school.

At this time, the implementation of the same method used to teach reading in the mother tongue, to the teaching of ESL will prove most advantageous, and will likewise save a great deal of time.

Besides these preliminary considerations, and just before embarking on a detailed discussion of the various stages in the Reading Scheme for English, the following factors should be noted-- patterned after the thinking of Miss Dwyer -- as presented in the introduction to her reading scheme:

1. The reading scheme is based on the Montessori approach: "indirect preparation and analysis" of what thestudent will be taught;

2. There are two principle avenues via which the student arrives at the "Total Reading" level: the mechanical and the interpretive. This scheme will treat only the mechanical (and thus would hopefully be employed with full knowledge of the complete Montessori reading scheme);

3. The scheme further bases itself on the analysis of language into sounds -- sounds which the child has presumably unconsciously observed and reproduced in his everyday speech before coming to school. Each of the sounds is reproduced graphically, thus providing a key to the art of reading, and later, for spelling. (However, the scheme does not propose to completely cover spelling).

4. Spanish being a phonetic language with five definite vowel sounds, and very few difficulties in the pronunciation of consonants, the "key sounds" and their corresponding graphic symbols become much easier to determine than those in English, and the stages in the learning process, briefer.

5. In establishing the "key sounds", the pronunciation of the basic Spanish spoken in Latin America will be followed, without taking into account regional differences.

6. Although in Spanish there arises no difficulty in determining the characteristic sound for each letter -- as with very few exceptions, there is only one sound per letter -- the graphic signs corresponding to each of the sounds are associated with words familiar to the child, so that eventually, at the opportune moment, the teacher will be able to utilize them in presenting the "alphabet name cards" or the "picture dictionary."

7. The key sounds for the symbols that can be written in more than one way, i.e., the letters that according to their placement in the word vary in pronunciation, are presented in Stage 3: "The Folders"

The sounds corresponding to the graphic symbols of the Spanish alphabet are the following:

GRAPHIC SYMBOLS		SOUNDS
a	as in	ala
b	as in	boca
c	as in	casa
ch	as in	chocolate
d	as in	lado

e	as in	elefante
f	as in	flor
g	as in	gato
*h	as in	Lanaca
i	as in	Indio
j	as in	Jirafa
*k	as in	Kimono
l	as in	loro
*ll	as in	llave
m	as in	mano
n	as in	nido
ñ	as in	ñame
o	as in	ojo
p	as in	pipa
*q	as in	queso
r (hard)	as in	rosa
r (soft)	as in	aro
s	as in	sol
t	as in	tomate
u	as in	uva
*v	as in	vaso
x	as in	xilófono
y	as in	yema
*z	as in	zapato

NOTE - The symbols marked with an asterisk are to be introduced in Stage 5: the "Reading Folders." Thus, by a simple deduction, it can be concluded that there are only 23 key sounds in Spanish.

Stages for the Spanish Reading Scheme

Stage 1: The "I Spy Game"

The Reading Scheme for English is so precise and clear in discussing this stage, and the game used so universal, that for the Spanish adaptation it is only necessary to emphasize these points

1. Absolutely no reference to the sandpaper letters, the movable alphabet, or to reading should be made during Stage 1. This would defeat the purpose of the game, which is: "to make the children aware of the sounds they use in speach", and to make the learning process an enjoyable activity, so that the child will be encouraged to continue it independently.

2. Among the various Spanish versions of the "I Spy" game, the following is perhaps the best one:

   --"Veo, veo
   --¿Qué ves?
   -- Una cosita que empieza con 'b'" (the sound, not the letter should be employed)

   The same format is used for beginning sounds, ending sounds, and sounds in medial position. For the latter, those sounds in medial position, monosyllabic words should be found, in which the sound is easily identified in the middle of the word -- for example: pie, red, rey, sal, sol...Other two-syllable words of three letters such as: ala, oso, ojo, uva, uña, etc., may also be used...

Stage 2: "Sandpaper Letters"

At this stage the graphic symbols corresponding to the key sounds of the alphabet, presented on pages 5 and 6 should be introduced by means of the "Sandpaper Letters". These are to be cut out of sandpaper and pasted on tiles made of cardboard or wood, in such a way that the child not only sees them but also <u>feels</u> them.

It is most important for this stage, as well as for the following, to have selected and presented to the children only the graphic symbols corresponding to the basic sounds (of which there are twenty-three in Spanish). In this way at the next stage they will be able "to reproduce sounds and words in a visual form" -- as a natural preparation for reading and writing.

The sandpaper letters are introduced two or three at a time and always in words containing the sound. This can be accomplished by the "three-period lesson" of Seguin (that being: "This is..."; "Show me..."; "What is it?") for the smaller children, and by flash cards or other group activities for the older ones.

Stage 3: "The Movable Alphabet"

At this stage the child is able to express himself in a graphic way -- "if the previous stages have been properly covered." Three steps in the learning process must be carefully controlled upon arriving at this stage.

1. The child's vocabulary must be an object of continuous concern for the teacher, and the rationale behind constant practice. The Montessori approach to language accentuates as a necessary preparation for this stage, the development of the student's oral expression to the highest degree possible.

2. The child should be capable of localizing sounds at the beginning, middle and end of words.

3. By way of familiarizing the child with the movable alphabet box, the child should be permitted to "explore" it -- under the teacher's supervision. The child will learn how to take the letters out of the box, and later return them, sorted, to their proper places.

The results of this stage will be surprising, because the manipulation of the movable letters attracts the child as a creative activity would, and initiates him naturally and effortlessly to the art of reading and writing.

NOTE: In the Spanish adaptation, the "Movable Alphabet" will suffer a change: a new letter, "ñ" will replace the letter "w" which does not exist in Spanish. In addition, the accent (´) will be added and h, k, q, v and x should be omitted.

Stage 4: "The Object Box"

This stage is really the reading stage. When the child has shown that he is ready to read, the object box is the special means used to inspire him to begin reading.

The teacher should carefully choose the objects so that only those objects whose names contain the twenty-three key sounds are presented. In Spanish it is not necessary to speak of phonetically spelled words, for if only the twenty-three basic sounds are used, no spelling difficulties will arise. In addition, the words presenting some difficulty are reserved for the next stage: "The Folders". The need in English for two object boxes, is reduced in Spanish to only one; this is because there are no double sounds. In the words

of Marie Fenan Barker: "Letters represented by double symbols: ch, ll, rr, are considered not double, but single letters".

The most important aspect of this stage is that the teacher write the name of the objects in front of the child, as he watches. In this way, the student comes to understand that "the process of reading is connected with communication". Consequently, the student is convinced of the importance of acquiring this skill.

Stage 5: "The Folders"

At this stage the child, by means of the "folders", is introduced to certain key sounds -- those which can be written in more than one way.

These folders will have the basic symbols already introduced at Stage 2 written on the outside. On the inside, will be placed a number of cards, which demonstrate "the various ways in which the particular sound may be written", and booklets -- one for each card -- with exemplary words containing the particular spelling.

The folders should be introduced to the child one at a time. In Spanish, the folders, cards and booklets should cover the following sounds and graphic symbols:

SYMBOL OF SOUND (outside)	CARDS (inside)
a	a, ha
e	e, he
o	o, ho
u	u, hu
i	i, hi, y:--alone, e.g., "y"; --at the end of a syllable, e.g., "a-roy to" --at the end of a word,e.g., "juoy"
b	b,v
g	g, (ga,go, gu); gu (gue, gui)
j	j, ge, gi
c	c (ca, co, cu); qu(que, qui)
r	r_:--initial, e.g., "rosa"; --_rr_ (between vowels) e.g., "porro" --_lr_ e.g., alrededor --_nr_ e.g., enriquecer
s	s,z (za,zo,zu); c(ce,ci)
u	u, u (only in güe, güi)
y	y, ll

NOTE: Stages 6 and 7 are practical applications of Stage 5, the folders.

STAGE 6: "The Sorting Exercise"

This stage (which corresponds to Stage 9 in Miss Dwyer's text) can be used in Spanish as it appears in the English version, for its purpose is merely to memorize what has already been presented in Stage 5.

The essential of this stage is that the child learn how to mix cards from two or more folders -- and then replace them in their proper places. Thus, the child grasps both sound and symbol.

Stage 7 : "Dictation"

This last stage (stage 11 in the English version) can also be followed textually as it appears in the English reading scheme. Its purpose is to make the children participate actively in the teaching learning process.

Before concluding this study, it is necessary to make a brief synthesis indicating the placement of the various stages in the process of teaching reading. Stages 1,2, and 3 belong to the pre-reading period; stages 4 and 5 will be presented at the beginning of the actual teaching of reading; and stages 6 and 7 complete what Miss Dwyer terms the "mechanical path" to reading.

At this point, it is of vital importance to reiterate that the "mechanical path" is only one-half of a two-part procedure aimed at achieving "Total Reading". As such, the reading scheme "must be used in conjuction either with the Montessori approach to language or with some other approach that covers the 'interpretive side' and brings to the children the true understanding of what reading is".[9]

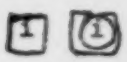
. . . . . .

Finally, when the student has mastered reading in Spanish, the moment has arrived in which he should be taught reading in English. The opportune time will be carefully determined by prior testing in written Spanish and oral English.

It now becomes evident that the use of the same procedure for teaching reading results in a great savings of time and effort because the child is already familiar with the graphic symbols corresponding to the Spanish alphabet, and knows how to deal with them. What is therefore, necessary, is to attach to the already established symbols, their corresponding sound in English; and also to present the new symbols: those that correspond to the double sounds.

The latter point, that of presenting the new symbols, really presents no difficulties. The child naturally acquires a knowledge of the double sounds, with no possibility for confusion, as he has no previous experience with them. But the first item, in which the child must attribute a different sound to the symbol he has earlier learned will require a special method in order to achieve success.

The following is a possible procedure that could be implemented: the Montessori materials, and in particular, the sandpaper letters, must now be presented in a different manner, in order to attract the student's attention. A circle drawn around the letters that in English will be pronounced differently than in Spanish will be sufficient -- for example:



The graphic symbols which are the same in both languages, but pronounced differently, are the following:

SPANISH	ENGLISH
a	a
e	e
h	h
i	i
j	j
o	o
q*	qu
r	r
u	u
v	v
y	y
z	z

* NOTE: Instead of using this system -- with the letter encircled -- a different style of writing or a variation in the color of the tiles could be used, depending on the practical circumstances and relying on the discretion of the teacher.

The task of the teacher will be to select the symbols whose sounds contain the greatest differences between the two languages, emphasizing those differences, and giving them preference in the learning process.

Resourcefulness and dedication on the part of the teachers in the Hartford Public Schools will make a reality this statement pronounced by Miss Muriel Dwyer in the conclusion of her reading scheme:

"Since the introduction of this scheme there has been a remarkable outburst of reading in our school." 10

FINAL NOTE:

The practical exercises which correspond to the Spanish Reading Scheme are presented in a separate booklet, available at the Bilingual Curriculum Development Center.

FOOTNOTES

1. The Use of Vernacular Languages in Education (Monographs on Fundamental Education VIII) UNESCO, Paris, 1953, p.11

2. Perry Alan Zirkel - The Positive Research Results of Bilingual Education, Connecticut State Department of Education, January, 1971, p. 2.

3. Theodore Anderson and Mildred Boyer, Bilingual Schooling in the United States. Texas: Southwest Educational Development Laboratory, 1970, vol. 1, p. 53.

4. Ibid , p. 53

5. Ibid., p. 74

6. Ibid., p. 75

7. Muriel I. Dwyer, A Reading Scheme for English. Association Montessori Internationale, 1956, p. 19

8. Marie Eman Barker, Español Para El Bilingüe. Skokie, Illinois: National Textbook Company, 1971, p.5.

9. Dwyer, op. cit., p. 30

10. Ibid., p. 30.